**Heritage Sites Paper Instructions and Rubric**

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| **Student Learning Outcome**:  Sustainability – Through a multidisciplinary perspective and applied, experiential learning opportunities, examine the interconnections and interdependency of ecological, socio-cultural, and economic systems, and explain how the dynamics of these systems impact nature, human communities and cultures. |

* Visit two heritage site visits for this course. At least ONE must be from a non-U.S. military site. Choose from the list on our class wikisite at <https://livinghistoryhi.wikispaces.com/Heritage+Sites> or select another one. Inform the instructor of your selections.
* Write a paper on each of your two selected heritage sites.
  + Between 2 – 3 pages long, double-sided, 12-point Times font, 1” margins on all 4 sides
  + Describe historical, cultural, and social significance of the heritage site.
  + Why is this site significant today? Why should this site be preserved and visited?
  + Include your thoughts, feelings, previous knowledge, and class readings.
  + Include photos and handouts (if applicable), which can be scanned and uploaded to your document.
  + Save document in **word format** NOT pdf, so I can insert comments, rubric, and grade.
  + Upload documents via Blackboard assignment drop box. **Due July 2nd.**

**Heritage Site Paper**

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| **Heritage Site** | **3** | **2** | **1** |
| **Background & Significance**   * **Location** * **Historical, social, cultural, economics** * **Significance today** | * Clearly addresses the location, background & significance of site * Strong connection to course readings and power point presentations | * Slightly addresses the location, background & significance of site * Vague connection to course readings and power point presentations | * Neglects addresses the location, background & significance of site * No connection to course readings and power point presentations |
| **Organization & Support of Evidence**   * **Photos/Images** * **Pamphlets** * **Entry fee? Free?** * **Personal perspective** | * Well organized & developed * Ideas thoroughly supported by appropriate examples * Makes a connection | * Somewhat organized & developed * Ideas supported by few relevant examples * Makes a vague connection | * Poorly organized & developed * Ideas lack support * Makes no connection |
| **Writing Conventions**  **Spelling, Sentence Structure and Grammar** | * Generally free from errors in mechanics, usage, spelling & sentence structure * The writing flows. | * Some distracting errors in mechanics, usage, spelling & sentence structure | * Serious errors in mechanics, usage, spelling & sentence structure * Writing is confusing. |

**\*For academic papers, avoid the use of pronouns and colloquial phrases, such as, they, we, and omg.**

**\*\*Avoid run-on sentences and beginning a sentence with and.**